

LSCP Training Planning Toolkit

Contents

Introduction	2
Organisational responsibilities.....	2
Levels of competency	3
Training frequency requirements	4
Training v. learning.....	4
Training planning, delivery and evaluation	5
Identification of learning needs.....	6
Identification of learning opportunities.....	8
Delivery of training.....	9
Evaluation of training	9
Record keeping.....	10
Addressing non-compliance	11
Appendix A: Induction checklist	12
Appendix B: Training planning, delivery and evaluation checklist	13

1. Introduction

Effective training is essential to ensure that all staff and volunteers working in organisations with functions in relation to children and/or their families understand their responsibilities to safeguard and promote the welfare of children (by which we mean all individuals aged under 18).

However, local and national Child Safeguarding Practice Reviews frequently cite the same weaknesses in multiagency safeguarding responses (such as poor information sharing and failure to act on indications of abuse and neglect) and highlight lack of training as a contributing factor.

Whilst every professional body has their own competence and training framework, these broad frameworks will not always necessarily translate into training that meets specific local needs. Meanwhile, staff and volunteers who do not belong to professional bodies do not have any framework dictating their training needs outside of individual organisational policy and practice.

Local audit activity has identified that organisational training plans can sometimes be set by national agendas and may miss opportunities to develop the workforce confidence to respond to local needs.

To ensure that children living in, and looked after by, Lambeth (and their families) are supported by a competent and confident workforce, the Lambeth Safeguarding Children Partnership (LSCP) has produced this Training Planning Toolkit. It is designed to support organisations to ensure that all staff and volunteers have access to consistent, comprehensive and legally compliant safeguarding training which caters to local need.

2. Organisational responsibilities

S11 of the Children Act 2004 places duties on a range of organisations, agencies and individuals to ensure that their functions, and any services they contract out to others, are discharged having regard to the need to safeguard and promote the welfare of children. Chapter 4 of Working Together to Safeguard Children specifies that this includes organisational responsibility to make arrangements for:

- Appropriate supervision and support for staff, including undertaking safeguarding training; and
- Staff to be given a mandatory induction, which includes familiarisation with child protection responsibilities and the procedures to be followed if anyone has any concerns about a child's safety or welfare.

September 2025

The LSCP can also name Relevant Agencies who are expected to comply with local multi-agency safeguarding arrangements. In Lambeth, this includes:

- All education and early years providers;
- Charities;
- Religious organisations;
- Bodies and people involved in the provision, supervision or oversight of sport or leisure;
- All out of school setting providing tuition, training, instruction or activities without supervision of parents or carers; and
- Social housing providers.

Relevant Agencies are also expected to ensure all staff receive regular safeguarding training and are aware of their responsibilities.

The LSCP is responsible for publishing local multi-agency safeguarding arrangements which set out how multi-agency training will be commissioned, delivered, and monitored for impact, and how they will undertake any multi-agency and inter-agency audits. These can be found [here](#).

The LSCP is also responsible for ensuring local organisations have in place suitable arrangements for induction introduction to safeguarding procedures, supervision of staff and the identification of training needs, and ensuring that their staff satisfy the relevant competency frameworks. The LSCP discharges this responsibility via safeguarding self-assessment audits.

3. Levels of competency

The level of competency staff and volunteers need to possess will depend on their role and responsibilities. You can read more about the training levels [here](#), but in summary:

Level 1 – all staff and volunteers who come into contact with children and/or their parents/carers will need **basic safeguarding training** so that they can:

- Understand what constitutes child abuse and exploitation,
- Recognise potential signs and indicators of abuse, neglect and exploitation, and
- Record and share information regarding concerns.

Level 2 - staff and volunteers who predominantly work with, have regular contact with, and/or irregular but intense contact with children and/or their parents/carers will need **intermediate safeguarding training** so that they can:

- Cover Level 1 topics in more detail,
- Outline the steps that need to be taken after a concern has been expressed;
- Understand the possible impact of parenting difficulties and recognise the importance of family history and function, and

September 2025

- Contribute to working together to identify, assess and meet the needs of children for whom there are safeguarding concerns.

Level 3 - staff and volunteers who are in a position of management or responsible for making key decisions with regards to safeguarding, including staff and volunteers who act in a lead professional capacity will need **advanced safeguarding training** so that they can:

- Contribute to child protection enquiries and attend multiagency safeguarding meetings,
- Use professional judgement to decide whether a child is suffering, or likely to suffer, significant harm,
- Work with complexity, and
- Promote effective and professional practice.

Effective training plans should be clear about all the staff and volunteers within the organisation and what level of competency they require to discharge their safeguarding responsibilities.

4. Training frequency requirements

The [London Safeguarding Children Procedures: Learning and Improvement Framework](#) specifies that organisations should ensure that refresher training is provided for their staff:

- At least every 2 years for designated safeguarding leads (or as directed by agency specific guidance);
- At least every 3 years for all other staff (or as directed by agency specific guidance).

Examples of agency specific guidance include:

- For healthcare: [Safeguarding Children and Young People: Roles and Competencies for Healthcare staff](#)
- For social work: [Social work post-qualifying standards: knowledge and skills statement](#)
- For teachers: [Teachers' standards](#)

5. Training v. learning

Whilst 'training' and 'learning' are terms which are often used interchangeably, they have distinct meanings which organisations should be aware of in discharging organisational responsibilities.

'Training' is a structured and formal method of teaching knowledge, skills and attitudes. Training has clear goals and objectives, together with a means to monitor the impact of that training. It includes a wide range of activities including (but not limited to):

September 2025

- Structured induction programmes
- Interactive e-learning
- Presentations and webinars (both online and face-to-face)
- Conferences and briefings
- Training events
- Work shadowing
- Experiential learning (for example, role-playing or simulations, group projects, on-the-job training, etc).

‘Learning’ is a less structured, informal and broader method of acquiring knowledge, skills, attitudes or understanding. It can be self-led or externally guided and does not have specific measurable objectives. It includes a wide range of activities including (but not limited to):

- Reading books and articles
- Watching educational videos
- Shared expertise via group or 1-to-1 reflective supervision

Learning opportunities will contribute towards organisational duties to provide appropriate supervision and support for staff; however, training opportunities must be provided to discharge the duty of ensuring staff undertake safeguarding training.

The LSCP provides free training opportunities for all staff and volunteers working with children living in, or looked after by, Lambeth and/or their families. Read more [here](#).

The LSCP also provides free learning resources to help guide self-reflection and group reflective discussions. Access these [here](#).

6. Training planning, delivery and evaluation

Organisations should have a training plan in place to ensure that their staff and volunteers receive regular and relevant safeguarding training which enables them to discharge their duty to safeguard and promote the welfare of children. Safeguarding leads and designated professionals are responsible for this.

Whilst it might be tempting to plan and deliver training based purely on compliance with training frequency requirements, the LSCP recommends a more locally based approach which supports a culture of continuous learning and improvement specific to the needs of the organisation and the local Lambeth community.

Effective training planning and delivery involves a 4-stage cycle:

1. Identification of learning needs
2. Identification of training opportunities
3. Delivery of training
4. Evaluation of training

The LSCP recognises that the capacity to plan and deliver training will be based on the size, capacity and resources of the organisation. It is, however, recommended that this 4-stage cycle is undertaken a minimum of bi-annually and/or in response to a new or emerging need.

6.1 Identification of learning needs

A training needs analysis aims to identify gaps in knowledge, skills and abilities that impact on the effectiveness of safeguarding practice. This should compliment the basic requirements to ensure that all staff at different levels of competency undertake their mandatory refresher training.

Gaps can be at different levels, for example:

- Local level – e.g. an established or emerging safeguarding concern in the local area or a need to introduce a new multi-agency policy or strategy;
- Organisation level – e.g. a need to introduce a new practice model or policy, or introduce compliance with national legislative updates;
- Role level – e.g. a need to have a specific skillset to perform a role;
- Person level – e.g. individual practice and performance needs.

All possible gaps should be considered within the analysis. How gaps can be identified is likely to depend on the where the gap is, for example:

- Local level – identified by learning from rapid reviews, child safeguarding practice reviews and audits undertaken by the LSCP, as well as emerging local safeguarding themes;
- Organisation level – identified by data, auditing, leadership and strategy or, for example, using quizzes to test knowledge, skills and abilities across the workforce;
- Role level – identified by job description and any regulatory requirements;
- Person level – identified by supervision and appraisals.

An effective training needs analysis will draw on a number of sources and consider a range of stakeholders to identify gaps. A (non-exhaustive) list of sources includes:

- Children and family voices – for example, via polls/surveys, complaints/compliments, focus groups, etc.;
- Staff voices – for example, via polls/surveys, forums, workforce champions, etc.;
- Leadership and strategies – for example, organisational priorities and any changes (including new policy or new law);
- Data – for example, who is using the service, what are the key areas of need, etc.;
- Audits – for example, where is the organisation performing well and not so well, etc.;
- Local research – for example, attending local forums and accessing LSCP learning resources and events to identify what the local safeguarding needs in Lambeth are.

September 2025

By considering where the gaps are, the training needs analysis should inform **where** the key gaps are and **who** needs to access **what** learning to address this.

Example

A local youth club notices that lots of parents have started to ask for advice and support because their children have been suspended or excluded from school and asked to attend a Pupil Referral Unit (PRU). The safeguarding lead wants to assess the current competence and confidence to support these children and:

- 1) *Looks at the data*: this says that there has been a 20% increase in children who are not attending a mainstream school;
- 2) *Does a staff survey*: which says that only 27% of staff and volunteers feel confident to give advice to children and families about their rights and options; it also emerges that some staff and volunteers feel that education providers have been too punitive and unfair to the children, whilst others feel that children who can't behave shouldn't be in mainstream school;
- 3) *Does a parent survey*: which says that 64% of parents aren't sure what their rights are; it also emerges that most of these parents also know or suspect their child has SEND needs;
- 4) *Follows up with a staff quiz*: which shows a lack of knowledge about SEND needs and how to request an education, health and care needs assessment;
- 5) *Attends a management meeting*: which shows there is no clear guidance or policy on how to support children who are not in school;
- 6) *Completes local research*: which says that there are lots of examples where children and families in Lambeth were given incorrect information about their rights which meant children missed education and suffered serious harm or death.

As a result, they identify the following learning needs:

- To equip the workforce with the knowledge about children's rights and options when they have been suspended, excluded or directed to attend a PRU and where children and families can go to access support and advice;
- To equip the workforce with the knowledge and skills to identify SEND needs, to request an EHC needs assessment and to signpost them to local SEND support;
- To promote a trauma-informed attitude to the workforce to help them understand behaviour is a method of communication and children should not be blamed for this;
- To ensure the workforce are aware of the additional vulnerabilities of children who are not in education and more alert to potential safeguarding concerns;
- To ensure management and leadership have the right knowledge to develop guidance, policy or process which will help their workforce.

Whilst the initial training gap seemed to be around how to support children who are suspended or excluded, additional gaps have emerged around supporting SEND children and adopting trauma-informed approaches.

6.2 Identification of learning opportunities

Once learning needs have been identified, the next step is to source out opportunities to meet the learning gap. This could take the form of training or learning, a reminder:

Training: a structured and formal method of teaching knowledge, skills and attitudes with clear goals and objectives and a way to monitor the impact of that training. E.g.:	Learning: a less structured, informal and broader method of acquiring knowledge, skills, attitudes or understanding which can be self-led or externally guided and does not have specific measurable objectives. E.g.:
<ul style="list-style-type: none"> • Structured induction programmes • Interactive e-learning • Presentations and webinars (both online and face-to-face) • Conferences and briefings • Training events • Work shadowing • Experiential learning (for example, role-playing or simulations, group projects, on-the-job training, etc). 	<ul style="list-style-type: none"> • Reading books and articles • Watching educational videos • Shared expertise via group or 1-to-1 reflective supervision

Generally, training is the best way to meet a learning gap because there are clear objectives which can be evaluated and monitored.

The LSCP provides free training to people who work or volunteer with children who live in, or are looked after by, Lambeth and/or work with their families. Visit our [website](#) to find out if the learning you need is provided for free!

The LSCP also provides free [learning resources](#), [toolkits and guidance](#) to help with self-guided learning and reflective discussion.

Lambeth Schools can also access free training via the [Safer Schools Portal](#), and for maintained schools and local authority staff they can also access the [Safer Schools App](#).

If you are developing your own training, the starting point should be to make sure you have clear aims and objectives.

- Aims – are a generic goal to be able to do something within a legal or policy framework;
- Objectives – are the specific and measurable outcomes that participants should be able to achieve by the end of the training.

September 2025

Example

Aim: to understand when and how children can be suspended, excluded and directed to attend alternative provision in line with English Laws and Department of Education statutory guidance.

Objectives:

- To describe the difference between a suspension and exclusion
- To describe the rules that need to be followed before a child can be suspended or excluded
- To identify when a suspension or exclusion might be illegal
- To state how to challenge an illegal suspension or exclusion, and which services can provide support
- To describe when a local authority can direct a child to attend a pupil referral unit
- To explain what choices a child or family has if unhappy with the direction
- To describe how to work with the local inclusion team in these situations

You would then need to conduct research to meet each learning objective and should make sure you have a variety of activities and exercises to try and meet different learning styles.

If you are commissioning an independent trainer, make sure you check their qualifications and experience and provide a clear brief on your aims and objectives.

6.3 Delivery of training

Perhaps the easiest part of training planning and delivery is the delivery. If you are delivering your own training, make sure to repeat aims and objectives and set a learning agreement.

6.4 Evaluation of training

Training, by definition, should include clear aims and objectives against which organisations can measure whether the training has been successful. This requires evaluation of training.

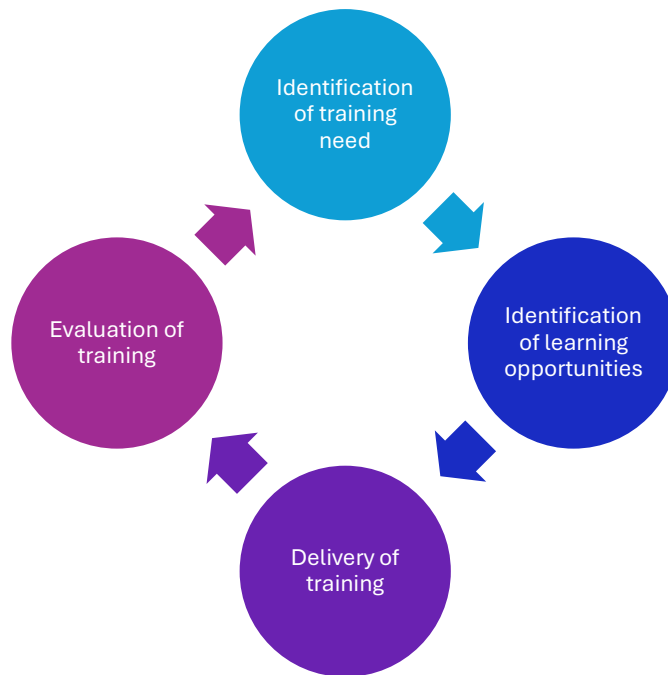
Often, evaluation measures the immediate reaction of the attendee to the training event by way of a post-course evaluation done on the day of, or shortly after, completion. These are helpful to provide a quick response to how well the training was delivered and what the attendee intends to do following the training.

However, effective evaluation needs to extend beyond the immediate reaction to the training and test whether or not the training has made a difference. This can be done at both an individual and organisational level. For example:

September 2025

- Individual level – the impact of training could be measured by using:
 - Quizzes to test knowledge
 - Observation or role-play to test skills
 - Supervision to explore attitudes
 - Supervision and appraisal to measure changes in practice and capture examples
 - Post-evaluation to capture examples of how the training has been applied to practice
- Organisational level - the impact of training could be measured by using audits, review of data, review of compliments/complaints and inspection outcomes to measure whether training has achieved desired objectives.

This is very similar to some of the methodology used in stage 1 – identification of training needs – and demonstrates how training planning and delivery is best done on a cycle:



7. Record keeping

Safeguarding leads should ensure that their organisation keeps a training record for all staff and volunteers. This should include:

- The level of competency required to perform the safeguarding duties associated with the role; and
- When the staff member or volunteer last completed their mandatory training, and when a refresher is due.

September 2025

Safeguarding leads may also wish to keep a record of:

- Any additional training needs identified by line managers and supervisors; and
- Any additional or voluntary training that staff and volunteers have attended.

8. Addressing non-compliance

Where staff and volunteers are not-compliant with mandatory training requirements, or have not accessed learning and training which is deemed necessary for them to discharge their safeguarding duties at an individual or role-related level; organisational performance and capability management policies should be followed.

September 2025

Appendix A: Induction checklist

All staff and volunteer inductions should be completed within 3 months of starting post and should include:

Level 1	<input type="checkbox"/> Knowing what constitutes intra-familial harm, including: <ul style="list-style-type: none"> <input type="checkbox"/> Domestic abuse <input type="checkbox"/> Emotional abuse <input type="checkbox"/> Neglect <input type="checkbox"/> Physical abuse <input type="checkbox"/> Sexual abuse <input type="checkbox"/> Knowing what constitutes extra-familial harm, including: <ul style="list-style-type: none"> <input type="checkbox"/> Child criminal exploitation <input type="checkbox"/> Child sexual abuse and exploitation <input type="checkbox"/> Modern slavery and trafficking <input type="checkbox"/> Online abuse <input type="checkbox"/> Peer-on-peer abuse, including harmful sexual behaviour and teenage relationship abuse <input type="checkbox"/> Radicalisation and extremism <input type="checkbox"/> Serious youth violence <input type="checkbox"/> Violence against women and girls <input type="checkbox"/> Being able to recognise the signs of abuse, neglect and exploitation <input type="checkbox"/> Being able to recognise the signs that a potential abuser could pose a risk of harm to children, including within their own organisation <input type="checkbox"/> Understanding their duty to report concerns <input type="checkbox"/> Knowing how to report and record concerns <input type="checkbox"/> Familiarisation with organisational safeguarding policy and procedure, including contact details for organisational safeguarding lead(s)
Level 2	As above, and additionally: <ul style="list-style-type: none"> <input type="checkbox"/> How to respond to disclosures <input type="checkbox"/> How to make a safeguarding referral, including knowledge of local thresholds <input type="checkbox"/> How to make a LADO referral <input type="checkbox"/> How to recognise potentially dangerous safeguarding practice and key learning themes from child safeguarding practice reviews <input type="checkbox"/> How to recognise the possible impact of parenting difficulties <input type="checkbox"/> How to contribute to safeguarding assessments and interventions
Level 3	As above, and additionally: <ul style="list-style-type: none"> <input type="checkbox"/> Understanding of local safeguarding partners and support pathways <input type="checkbox"/> Understanding of local practice model and how to use signs of safety to report concerns and participate in multi-agency working <input type="checkbox"/> Understanding of the significant harm threshold <input type="checkbox"/> Exercising the professional curiosity skillset <input type="checkbox"/> Knowing how to escalate concerns and report a serious child safeguarding incident

September 2025

Appendix B: Training planning, delivery and evaluation checklist

Please use this checklist to more adopt a locally based approach to training needs so that Lambeth children and families are supported by a confident and competent workforce.

Identification of training needs

<input type="checkbox"/>	All staff and volunteers have a clearly assigned training level based on the competency required of their role.
<input type="checkbox"/>	There are clear records of when all staff and volunteers have last completed mandatory training.
<input type="checkbox"/>	There are clear records of when all staff and volunteers are due to complete refresher training (in line with minimum expectations or agency specific standards, whichever is the least).
<input type="checkbox"/>	There is a mechanism to address non-compliance with staff and volunteers when refresher training is overdue.
<input type="checkbox"/>	Managers discuss individual and role related training needs with staff and volunteers.
<input type="checkbox"/>	Management and leadership have been consulted on role-related and organisational training needs.
<input type="checkbox"/>	Organisational data, complaints/compliments and audit-activity has been reviewed.
<input type="checkbox"/>	Local research has been undertaken (e.g. by engaging with forums, LSCP learning events, LSCP publications and LSCP learning resources).

Identification of learning opportunities

<input type="checkbox"/>	It is clear whether the training will need to be delivered internally or externally.
<input type="checkbox"/>	There are clear aims and objectives.
<input type="checkbox"/>	For external, the LSCP free training offer has been considered to meet the learning need
<input type="checkbox"/>	Where relevant, independent trainers have been sourced with sufficient qualification, expertise and knowledge of the learning need.

Delivery of Training

<input type="checkbox"/>	Staff and volunteers are clear of what is expected of them
<input type="checkbox"/>	Staff and volunteers are clear how any non-compliance will be addressed

September 2025

<input type="checkbox"/>	The organisation has clearly communicated an expectation to attend training, and given sufficient permission and capacity to do so.
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Evaluation of training

<input type="checkbox"/>	There is a mechanism to capture immediate reaction to the training, including constructive feedback on the delivery of the training.
<input type="checkbox"/>	There is a mechanism to measure the impact at an individual level
<input type="checkbox"/>	There is a mechanism to measure the impact at an organisational level